

Change

The Changing World



Foundation

Your students will consider change through the lens of Science, Geography and History. They will consider how their community has changed over time, how the seasons change, and how living things change in order to survive. Your students will work as a class to build a 'Change' Mind Map to display all of the aspects of this unit.

Rationale

Many things in our lives keep changing, some of them we control and some of them we don't.

Essential questions

- How have things changed since my grandparents were my age?
- How do the seasons change our world?
- How can we use our senses to help us learn about our changing world?
- How do living things change to survive?

Glossary

after, before during, ears, eyes, feeling, future, hearing, map, mouth, nose, past, present, senses, sight, smell, sound, street, taste, tongue, touch, where, when, who

Rich assessment task

Students will work as a class to build a mind map about the seasons and a mind map about the senses. They will work in small groups to combine two objects to make a new object. Each student will present one aspect of their group's work to the rest of the class.

Future action

Students will be more aware of changes in their lives and will understand that change is all around us. They will appreciate why things change and what might change in the future. They will be more aware of how they can use their senses to develop clearer understandings of the world around them.